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ABSTRACT

An important goal of vocational education is to accept the responsibility of social and economic change for the benefit of the individual as well as the broader society and to provide a meaningful curriculum for all youth. The humanizing of vocational education is to recognize that preparation for employment is the price tag of the technological age. A student must learn to "know thyself", to "give thyself", and to "support thyself." The career development continuum within the State of Ohio consists of: (1) education for career choice, (2) education for work, and (3) continuing education for upgrading and retraining. Education for work is concerned with helping people prepare for productive employment and includes a broad vocational program at the high school level and post-high school technical/vocational education or professional education. Area vocational education centers in Ohio are full-day centers with three-fourths of the day allotted to instruction in trades and one-fourth to required academics. Other humanizing aspects are: the Occupational Work Adjustment program for dropout-prone 14- and 15-year-old students, the Occupational Work Experience program for mentally handicapped youth 16 and above, the home/family living/consumer education program, and additional programs for the handicapped and the disadvantaged. (EA)

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VOCATIONAL EDUCATION HELPS TO HUMANIZE THE CURRICULUM

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This meeting gives me an excellent opportunity to talk to a well-informed and concerned group of educators about one of the roles of vocational education in the curriculum which is seldom recognized by educators who do not work closely with the changing patterns of vocational education in the nation. I am very pleased with the topic assigned me and pleased with the choice "humanize" within the title.

Too often the word "humanity" is used in relationship to educational curriculum with the implication that only those subjects identified as "humanities" within the curriculum can make a major contribution in humanizing such a curriculum. The term "humanity," however, brings to mind the first definitions given in the dictionary which relate to language, literature and the arts. It then becomes too easy to draw a conclusion that the subjects dealing with language, arts and literature are the only humanizing elements of the curriculum. There is, however, another definition of humanity which defines that word as being "the branches of learning concerned with human thoughts and relations." Under such a definition, any subject or any curricular effort could be identified as a humanity if it concerned itself with human thought and human relations.

Dr. David Bushnell, formerly of the U.S. Office of Education, organized a large meeting while he was within the U.S. Office of Education, involving persons from a number of different discipline areas and persons working within the field of vocational education. One of the groups invited to the meeting were persons identified with leadership roles in the area of the "Humanities." I took the opportunity to question this group during their table meeting and found that the focus of humanistic education is on the human race, what we have, where we are, our human heritage. Further questioning of this prestigious group indicated that instruction in the humanities does not deal with a particular set of subjects, but with the instructional procedures and content given in any program area, including vocational education. To make vocational education one of the humanistic influences on the student, the teacher must ask the question, "What is the human behind the vocation?" Starting with this question a teacher can humanize any vocational area by relating it to the cultural background of the occupation and the people who have worked in that occupation and by projecting its contribution to society. Several guidelines for the humanistic approach in teaching suggested by this group are: (1) provide for enlargement of self for personal integrity, (2) to examine human possibilities, (3) deal with esthetic properties, (4) put the specific instructional program in a broad human context, (5) question any object or process in terms of "How can it be?", "What is it like to be like that?"

This explanation of humanistic education would suggest, therefore, that the measurement is not so much upon content or subject identification as it is

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upon the organization of any subject or instructional area and the methods used by the teacher in organizing and presenting the instruction. Under this concept literature, the arts or history can be taught as a humanity or as purely technical subjects and vocational education can be taught as a humanity or as a purely technical subject. Within my experience in the study of languages I had one teacher out of five that taught language as a cultural subject. The other four teachers, involving two different languages, taught them as purely technical subjects. As a person with a responsibility for the development of the vocational education program in Ohio, I have attempted to encourage the local leadership and teachers of the programs to include in the instructional program the methodology and content that would go beyond the skills and technical knowledge required for employment.

To return to the word used in the topic, to "humanize" means "to make human, kind, merciful, considerate---to civilize and refine." The definition of this word makes no mention of literature or the arts, but does show a relationship with that definition of the term "humanity" which relates to the branches of learning concerned with human thoughts and relations. As I discuss the topic I want to identify some principles and facts with regard to education and curriculum which should have an effect on the organization of any educational program. Any curriculum pattern or any subject within the curriculum should be able to review the following principles of learning growing out of research in educational psychology, as stated by Dr. Gerald Leighbody, and should be able to justify its organization or existence in terms of application of these principles:

> We learn best when we are ready to learn. When we have a strong purpose, a well fixed reason for learning something, it is easier to receive the instruction and to make progress in learning.
>
> The more often we use what we have learned the better we can perform or understand it.
>
> If the things we have learned are useful and beneficial to us so that we are satisfied with what we have accomplished, the better we can perform or understand it.
>
> Learning something new is made easier if the learning can be built upon something we already know. It is best to start with simple steps which are related to things we can now do or which we already understand, and progress to new and more difficult tasks or ideas.
>
> Learning takes place by doing. Before the learning can become complete, we must put into practice what we are attempting to learn.

I question if any curriculum or subject within the curriculum can be considered to be "humanizing" if it ignores the 37 years of research in education which has indicated that the classical college preparatory curriculum not only violates the principles of learning, but after 37 years hasn't even proven to be the best way to prepare for college. As a result of the analysis of research, Dr. Collins Burnett, of Ohio State University, came to the following conclusions:

1. If this group of studies is representative of the research which has been done in this area, it seems possible that college places too much emphasis on a specific pattern of high school units for college admission.

2. Better research designs need to be constructed to test this problem. Perhaps the individual college should enter into a cooperative arrangement with the high schools from which it receives large numbers of graduates.

3. High school counselors may be in a position to counsel high school students in terms of which courses will meet their educational goals with less emphasis on what the student needs to succeed in college.

4. Academic success in college may be a function of individual intelligence, motivation, value pattern, and work skills rather than completion of a certain number of units in subject matter fields.

If we are to relate studies of curriculum organization to the principles of learning and research in education we find no basis for the emphasis upon the subject-centered curriculum and the strangling effect of the revered "Carnegie" units. Dr. John Frymier, Professor of Education, Ohio State University, suggests that a curriculum must be like a three-legged stool. The legs of a curriculum are identified as: what we believe about the individual; what we believe about society in which we live, and what we believe about the content of the instructional area being presented. He suggests as with the three-legged stool, each of these must be given equal attention or the curriculum will be unbalanced. Guidelines for vocational education curriculum development relating to these three basic concerns are as follows:

Social and Economic Factors

Most jobs today and in the future will require formal training.
We must choose between increased welfare or an expanded program of preparing for work.
Job preparation and remedial education programs for adults are too expensive to serve as a continuing solution to current social and economic problems.
A complete re-evaluation and reformation of our public educational system represents the only hope to solving our economic and social problems.
Expanded and improved system of vocational education and guidance must be a major part of the change in our educational system.

The Individual and Educational Factors

The purpose of education is to perpetuate and improve the society in which it exists.
Our technological society requires all persons to receive the opportunity to earn an adequate living.
Each of us has a development potential going beyond environment and heredity. We are not clay to be molded or rugs to be unfolded, but individuals with the rights to the opportunity to develop to our greatest capacity and full intellectual development.

Each individual in our state must have the opportunity to develop in accordance with interests and needs. No one should leave our educational system without the ability to earn a living.

Any unemployed out-of-school youth or adult must be provided with training for employment.

The public education system must accept the responsibility for the education of the child, including funding for remedial deficiencies.

No individual should ever be rejected from a school system with a serious social, mental or physical problem. Our schools have a basic responsibility to provide for such individuals.

Work oriented education should be recognized as an effective means for selecting and preparing for employment. It must also be seen as a means of individual fulfillment.

Meaningful education must be based on sound principles of learning. It must be experience oriented.

Educational innovation requires increased categorical financial aid for specific programs and general aid for overall development. This aid must come from federal, state and local sources.

To survive, public education must accept greater responsibility. Services must be expanded and improved. Education must be prepared to account for successes and failures.

Public education must adopt and put into practice human resource centers.

The educational and supportive services needed for our modern society will require a broad student base and broad tax base.

Vocational Education Factors

A total vocational education program will include:

1. Education for a career choice
2. Pre-employment and upgrading programs for youth and adults
3. Programs recognizing different interests and abilities, including programs for persons with special needs
4. Programs providing workers necessary for the social, economic, mental and physical well-being of the population
5. Supportive services to provide for physical, mental and remedial education needs of the individual

Four essentials of the vocational education process are:

A. Faculty occupational experience
B. Broad time base and core curriculum offerings for occupational needs
C. Adequate facilities and equipment to prepare for occupational competence
D. Clearly defined student goals with a realistic chance for success.

Programming for vocational education must provide for:

Zero reject
Zero dropout
100% placement.

Properly taught, vocational education can serve as a "humanity." Method and scope of instruction, not discipline content, identifies a "humanity".

Vocational education is not only a means of preparing for earning a living, it is a method of education.

Industry, business, parents and the public must be involved in the initiation and continued operation of vocational education programs.

Vocational education provides an established federal, state and local relationship to channel leadership and funds from federal and state sources into local communities for educational improvements and program expansion.

Occupational expertise is more important in teaching the disciplines related to an occupation, rather than expertise in the discipline.

Vocational education programs on an area basis provide a more realistic approach to vocational education in the suburban or rural areas than small school districts so prevalent in many areas.

Accountability is the determination of specifically stated educational goals and the post-evaluation of results.

The concept of accountability in education applies to:

Instructional programs
Local and state leadership
Teacher education.

As stated earlier in the paper, the purpose of any educational program, regardless of the nation in which it exists, is to perpetutate and improve the society in which it exists. Vocational education, therefore, must accept the responsibility of social and economic change for the benefit of both the individual participating in the program and the broader society. Any plans for the improvement and expansion of vocational education must give consideration to the fact that young people are more mature today than those of a generation ago. I do not believe that they are any more intelligent or any more committed to social goals than persons in my generation, but the increased mobility provided by modern transportation and the increased flow of data information through the communication media have added to the maturity of the youth.

Research in guidance suggests that given proper education for choice, an occupational choice of a young person becomes reasonable at about age 16. Patterns of enrollment of students in educational programs indicate an increasing percent of youth will remain in school until age 18. The curriculum, therefore, must be made meaningful for all youth and not only for that percent of youth who plan to go to college or who have sufficient intellectual capacity to learn from idiom symbols so revered in our symbol-simple system of subject-centered education.

Patterns of employment also provide guidelines for vocational education as we learn that only five percent of the jobs in the work force are unskilled. Within my state about 11 to 12 percent of the jobs require a collegiate degree. Any type of mathematics indicates that the large majority of youth will need vocational or technical education if they are to compete effectively in a society which has no use for their "backs." A very important part of the humanizing of the curriculum of vocational education is the recognition that there is a price tag on this wonderful technological age in which we live. That price tag is preparation for employment. If you add to this the fact that for most young people high school is their last opportunity for full-time

education and that persons must upgrade or retrain a number of times throughout their work life, we see the need for a broad pattern of vocational and technical education at both high school and post-high school and continuing programs throughout the worklife of the individual.

If we study the dollar and the growth rate per man hour, you can readily determine that the person and his relationship to his immediate society is affected by both his skills and his productivity. Likewise, our membership in the broader society of other nations is affected by the vocational attitudes and competencies of all the people within our nation. Brookings Institute reported that of all the developed nations in the world, the United States is dead last in terms of growth rate, real output per man hour. For years the United States had been number one in this factor, but in this past ten years we have been paying ourselves about seven percent more per year in wages and producing only one to two percent more. In this past year perhaps we have even had a negative balance in terms of productivity. No currency can possibly maintain its value in the face of such a difference between growth and productivity and increases in our salaries. It is no accident that Japan, which is number one, and West Germany, which is number two in growth rate, real output per man hour, have two of the strongest currencies in the world. Our United States dollar may soon have the strength of toilet tissue in the money markets of the world.

There is one simple economic fact which must be considered in any pattern of education purporting to perpetuate and improve our society. That fact is there is no way to produce less and get more, there is no way that we all can go on relief or welfare and force a bankrupt government to maintain us. Every dollar paid to a person for non-production is 100% inflated. Every dollar paid to a worker who produces less than he can and should is inflated to the extent of the time that he or she is unproductive. No curriculum can be considered kind, merciful and considerate which does not prepare the youth to enter into the world of work with effective skills, technical knowledge, work habits and attitudes so that they can and will produce at a level which will enable us to provide the kind of services for the individual and to society which helps that society to progress.

There are those who would sneer at vocational education on the basis that it does not have a rigorous academic base and suggest that it is based upon "useful" education, rather than "intellectual" education. Alfred Whitehead North suggested that, "Critics sneer at education that is useful, but if an education is not useful, what is it?" Within Ohio we have been working to establish a career development continuum which includes vocational education. As illustrated on the chart and the explanation on the reverse side of the chart, the career development continuum can be divided into essentially three parts. These parts are: education for career choice; education for work; and continuing education for upgrading and retraining. Emphasis in grades K-10 is upon education for career choice. In grades K through 6 efforts are centered on career motivation. Two goals are stressed: (1) educating all youth to respect all work and (2) motivating all youth to want to do something. In the 7th and 8th grades, the focus is upon career orientation. All youth are encouraged to look at what the possibilities for employment are in the skilled, the technical and the professional occupational areas. The program is not intended to direct or to delimit the young person's possibilities, but to make sure that each student has the opportunity to broaden his horizons through a review of occupations in fifteen major clusters. Youth at age 14 and 15, or the 9th and 10th grade are provided the opportunity for exploration--exploration in whatever areas their previous efforts in motivation and

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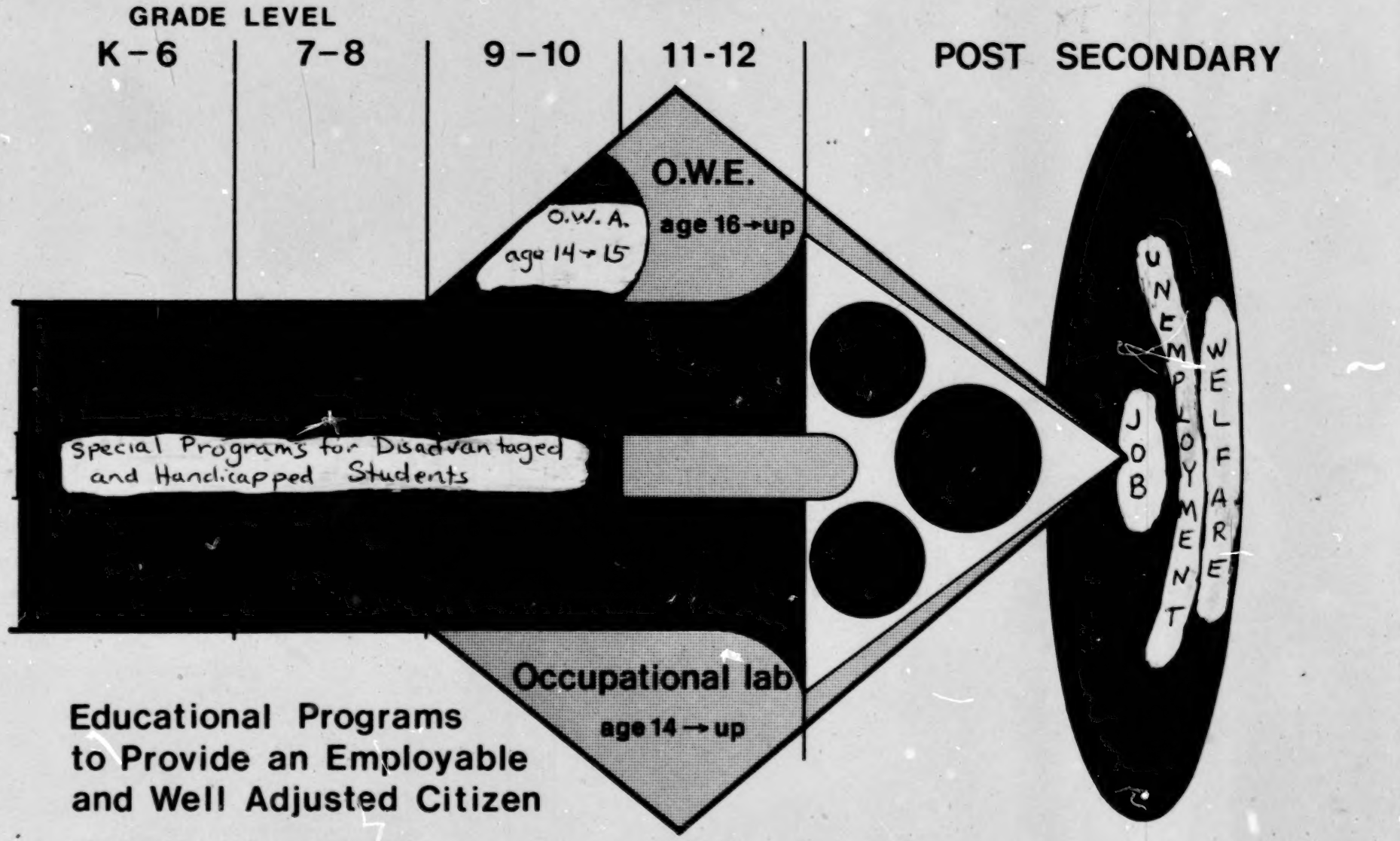
OHIO'S CAREER DEVELOPMENT CONTINUUM



Educational Programs to Provide an Employable and Well Adjusted Citizen

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CAREER EDUCATION IN OHIO

Career education is a continuum in education that provides experiences to help individuals make wise career choices, prepare for employment and extend career development throughout life. Career education for choice seeks, through the curriculum, to help all youth build positive self-concepts, become motivated toward the world of work, receive an orientation to the many job opportunities available, and explore several occupations consistent with individual interests and abilities in order to help youth better plan for and benefit from pre-professional or vocational education. The preparation for employment component of career education provides for pre-professional instruction leading to further education and vocational education, technical education, and professional education leading to successful entry and advancement in an occupation of personal choice. Career education through life provides for training, retraining and upgrading instruction throughout an individual's life which is consistent with the technology of the world of work and the individual interests and needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home, school, and community to prepare youth for successful entry into the world of work. A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A *Career Motivation Program* for all youth in kindergarten through Grade Six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and abilities.

5. An *Occupational Work Adjustment (OWA)* for drop-out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make wise choices of a vocational program at age sixteen.

6. A *Career Preparation Program* for youth age sixteen and above which includes:

   A. a comprehensive vocational education program at the secondary and post-secondary levels which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment in semi-skilled and skilled occupations.

   B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

   C. an *Occupational Work Experience (OWE)* for drop-out prone boys and girls sixteen years of age and older to prepare them for employment through a cooperative type program.

   D. a post-secondary technical education program which provides technical knowledge and experiences in preparation for employment in para-professional occupations.

   E. a professional education program which provides the knowledge and experiences for employment in the professions.

7. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

and orientation have led their interests. It is important that youth be guided to understand, not only the nature of the work, but to make an analysis of how a person prepares for employment in the occupation explored and to make an analysis of themselves in relationship to the capabilities of achieving success in such occupations.

The following seven developmental areas are the core of the K-10 career development program and the content and emphasis within these seven areas are organized on the basis of the child development level.

1. Individual and his Environment
2. World of Work
3. Education and Training
4. Economics
5. Employability and Work Adjustment Skills
6. Decision Making
7. Self

A second major part of this career development continuum is education for work. That education for work may take place through: a broad vocational program at the high school level which offers opportunities for all interest levels and all ability levels; post-high school technical education; post-high school vocational education; or professional education. All of these are related to helping people prepare for productive employment within a highly-organized technological society.

A third facet of the career continuum is the continuing program of job training through either upgrading of workers within their existing employment or retraining them for different occupations on the basis of personal interest or economic needs.

The focus of this career development continuum is a job. The achievement of meaningful and productive employment is perhaps the most humanizing contribution that vocational education makes to youth and adults in this nation. The achievement of self-sufficiency through employment is much more a measure of adulthood than it is the ability to vote or buy beer. The greatest contribution to self respect is the ability and opportunity for self-support. Our contributions as citizens, our ability to enjoy and participate in the arts, our relationships with our fellow man and the strength of our society in relationship to the world are based upon our ability to and willingness to participate effectively in the world of work. A review of this continuum indicates that a broad comprehensive vocational education program is an essential part of this total continuum.

In many parts of our nation, including Ohio, it has been necessary to establish area vocational education centers in order to provide a comprehensive vocational education offering for youth. One of the concerns as these centers were established, was the effect that enrollment in these centers would have upon the self concept of the students. The centers established in Ohio are full-day centers in that the students, while remaining members of their home schools, attend the vocational center all day. Three-fourths of their day is spent in instruction in the skill and technical knowledge related to the trade, and the other one-fourth of the day in the required academics. A study conducted by Dwight Allen Pugh, at Ohio University, Athens, Ohio, entitled "A Comparison of Changes over a Period of Time in the Self-concept of Students Enrolled in Vocational and Non-Vocational Curriculum" was directed towards

measuring the significance of difference in a period of over four months which occurred in the self-concepts of students in vocational and non-vocational curricula. Changes measured through a pre-test, post-test procedure for both population groups after which comparisons were made not only from pre-test to post-test, but also between groups. He reported the following findings and implications:

Findings

In general, vocational students:

1. were more open and had a greater capacity for criticism;
2. possessed a higher degree of self-confidence;
3. saw themselves as being "good;"
4. had a higher sense of personal worth and a higher feeling of adequacy as a person;
5. expressed more self-acceptance (self-satisfaction);
6. were more optimistic;
7. showed less confusion, conflict and contradiction of self-concepts;
8. perceived themselves more adequate in social interaction;
9. showed fewer signs of maladjustment; and
10. demonstrated less deviance in pre-test, post-test scores than did non-vocational students.

On the other hand non-vocational students:

1. held a lower opinion of themselves; and
2. often perceived themselves as being outside their own family structure than did vocational students.

Implications

From an educational point of view, based on the above findings, it can be generally stated that vocational students will respond more positively to teaching and consequently to desired behavioral change, will experience less trouble in getting along with people, will be less functionally limited, possess a lesser possibility of emotional frustration; and demonstrate fewer signs of maladjustment.

Conversely, non-vocational students will experience higher absenteeism and a greater dropout percentage, and possess the need for a more highly sophisticated system of guidance and counseling because of their lack of self-confidence, the prevalence of a lower opinion of themselves in general and the apparent lack of emotional development which is primarily supplied through the family structure.

Another study concerned with the self-concept of the individuals involved in vocational education is again in progress and initial reports substantiate the findings of Dr. Pugh.

Research in principles of learning suggest that any school program which forces students into a choice of either a college preparatory curriculum which leads to general unemployment, sentences many young people to a dehumanizing effect of inability to achieve or participation in a worthless curriculum. For most young people the big question at age 16 is

"What is going to happen to me?" Vocational education helps young people to answer that question by giving them meaningful education which can be humanizing in terms of their occupational goals and a program that is a "humanity" if the curriculum is properly organized and presented by the teacher.

Referring to some of the special areas in which vocational education attempts to humanize the curriculum, I would relate first to several of the areas identified on the Arrow. One area identified for 14 and 15-year old youth is a program called "Occupational Work Adjustment." Nationally the program is referred to as WECEP, "Work Experience-Career Exploration Program." This program is designed for dropout-prone 14 and 15-year old youth who have been taught by the educational system that they aren't worth anything. They have essentially resigned from the educational program, but most wait until age 16 before being eligible for an age and school certificate to escape from the prison that has destroyed their self-concept and self confidence. This is not a vocational program per se, in that it does not enroll students in a job preparation program. It does, however, involve the young person with a teacher for a half day, part of which must involve work for pay. The goal of this program is to teach the young person that he is worth something, that he can achieve recognition and that he can be productive. This program is only four years old in Ohio, but there are 7,000 young people enrolled. The reports from this effort indicate that when young people are allowed to become successful they want to become a part of the whole and to complete their educational program.

The goal of OWA is to find out what the youth can do, rather than find out what they can't do. Achievements are measured in increased attendance, lower tardiness, improved appearance, attitudinal changes, effectiveness in work and improvements in grades in other classes. Comparative studies show this program is successful in improving the achievement of the youth enrolled in the above listed factors.

Another program indicated on the Arrow is the "Occupational Work Experience" (OWE) program for the youth age 16 and above. The young person does not need to be in the 11th grade to be enrolled in vocational education. The reason for age 16 minimum limit is the child development level and maturity level, not grade level. Any young person age 16 or older, regardless of grade level, is eligible to enroll in vocational education. The OWE program is designed for those youth who will not plan to participate in any other skill level vocational program. Initially it was planned for dull normals, I.Q. range 75-90, but experience with the program and advice from principals indicated there were a number of young people with an I.Q. level higher than 90 who still functioned at the level of the dull normal in terms of achievement and motivation. The occupational work experience program is a school and cooperative work type of effort in which the young person spends one-half day on the job and one-half day in school. One-half of the half day in school is spent in related technical instruction with a coordinator who also places and supervises the student on the job. Fourteen thousand young people are enrolled in the OWE program and again, instead of gaining employment and dropping out from school, we find that once these young people become successful they lose the designation of "dullard" and want to participate within the school program to the point of graduation. A study done with one group of OWE students indicated that they valued English and History above any other person enrolled in the vocational education programs in the center

included in the study.

Success is essential to self-concept. Success is essential to social relationships. Why can't our school system understand this one simple basic fact? Persons seldom fail in a vocational program. They may be changed to another vocational program which better suits their needs, but vocational education essentially accepts the challenge of finding out what young people can do, rather than what they cannot do.

Another broad area of vocational education which attempts to humanize the curriculum is the instructional area of Home and Family Living. As a starting point for the contributions from this area of education, I would refer to recent research on child development which reports that if you wish to intervene with the child so as to improve their chances for success such intervention must come before the age of three. After age three limitations seem to be set so that education can develop the child, but not beyond the advantages or limitations imposed during their development during those first three years of life. Our home and family living and consumer education program within our Division of Vocational Education, with the assistance of federal funds under the Vocational Education Act of 1968, has established home and family living centers within most of the housing developments of the major cities in Ohio. Ohio has a large number of major cities and these home and family living programs have been established in eight of these major cities and two of the vocational education planning districts within the Appalachian section of our state. These home and family living programs, which have been in operation since 1968, have initiated in the last two years an additional program effort to provide mothers with an understanding of techniques of child stimulation. The instruction is provided through classroom groups, through individual visits, and through the various types of patterns which must be used to work with the disadvantaged and discouraged people within the inner-city sections of our large metropolitan areas. Research would suggest..early schooling, no...early childhood education, yes.

It is our belief that the home and family living and consumer education program would be a valuable program for all youth, including boys and girls, since the home has a massive effect upon both the ability or inability of students and on the social and individual adjustment of the students coming to our schools and entering our society. The goal should be a home and family living program focused upon child care, family relationships, nutrition and money management for all youth, but this will take a significant time to make such a program possible.

Another special program, invented by our home and family living service, is the program identified as "Impact" for dropout-prone girls at the 6th and 7th grade levels who can be identified at that point and who need help in personal and social adjustment, along with skills in home and family living. This program is based upon a three-hour per day impact upon the young person in order to provide both the time and instruction needed and the continuing type of relationship with one teacher needed by such students.

In addition to regular programmatic efforts that have been briefly described, we use the set-asides within the Vocational Education Amendments of 1968, the fifteen percent for the disadvantaged and the ten percent for the handicapped in Part B money, plus the 102 (b) money, to work with school districts on programs and services which the so-called"regular" efforts do

not reach. In allocating these funds, we follow the project method in which school districts propose projects to serve either the disadvantaged or handicapped. Any part of such projects which can be funded from other state funds are covered with such state allocations. Listed below, without explanation, because time and space will not permit, are some of the new programs established for persons with special needs since the passage of the Vocational Education Amendments of 1968:

Disadvantaged Population:

For Youth

Clerical services - in office work for disadvantaged persons
Occupational work adjustment - for identified potential dropouts age 14-15
General merchandising - for Inner City youth in marketing
Occupational work experience - co-op program for school disoriented youth
In FY 74, 54 districts provided special programs for disadvantaged youth who had language, reading, computational, or other educational deficiencies, and were also socio-economically, or culturally disadvantaged
Impact for 7th grade inner-city disadvantaged girls in homemaking
Teen Mothers - for pregnant teen-agers in the disadvantaged sectors
Crisis girls intervention program - potential delinquent girls in homemaking
Occupational work lab - serious school disoriented youth in-school program
Centers for special programming for disruptive youth

For Adults

FFA Camp Program - disadvantaged adults and youth on environment
Infant Stimulation program - for parents of disadvantaged pre-school children
Home Day Care mothers - to prepare for child care in day care centers
Corrections programs - in cooperation with institutions in developing and operating vocational programs
Various full-time programs for adults who are disadvantaged in the construction trades, office occupations, machine shop, welding
Inner City family life centers

Handicapped Population:

In FY 1974, 4,473 handicapped persons, 329 with multiple handicaps as EMR, deaf, speech impairment, visual, emotional, crippled, learning disabled, or other health handicaps were specially served in 26 Ohio districts - work assessment, sheltered work experience, job training, attitude adjustment, individual and social adjustment, computational adjustments, as well as adjustment programs to enable enrollment in regular programs.

Building maintenance and custodial training programs
Upholstering program

Office skill program for the blind - at State Blind School
At the Ohio School for the Deaf, vocational programs were developed in business and office skill practices, printing practices, and automotive body and fender repair
A Power sewing program was developed for educable mentally retarded youth
Penta Skill Center for Educable Mentally Retarded, serving parts of four counties

Jefferson Skill Center for educable mentally retarded serving Toledo, O.
At the Penta County Joint Vocational School a pre-vocational program for handicapped students
In Fulton County a work evaluation and work assessment program for handicapped youth was established
At Willoughby-Eastlake a handicapped program was developed to provide individualized assistance toward work skills in five occupational areas
Adult education programs have been developed at Columbus Technical Institute for blind and deaf students
At Greene County Joint Vocational School a cooperative program between special education and vocational education was developed in five areas for EMR students
Work assessment and work evaluation programs established in fifteen vocational planning districts
Toledo, Akron, Cleveland, Columbus and Dayton have developed programs to provide work evaluation, work assessment and a variety of occupational skill areas for entry participation
In Trumbull County an allied hospital training program has been initiated for EMR students
At the Appleseed Trail Joint Vocational School the project NOW (New Opportunities for Work) implemented a variety of occupational programs for educable mentally retarded students
Additional cooperative efforts have been developed with the Division of Special Education at the Mahoning Co. Joint Vocational School and Eastland Joint Vocational School

Presently we are placing emphasis on projects which will attempt to deal with the disruptive youth in our schools. We have had sufficient experiences within programs in our major cities to arrive at some guidelines which point to the effectiveness of programs of this type. Our pattern of investment in disadvantaged and handicapped programs gives leadership to efforts within the local communities, but encourages them to invent ways and means of alleviating the problems of the disadvantaged, the handicapped and the disruptive. We are encouraging school districts to reach for zero reject--any boy or girl who wants vocational education should get it. We should reach for zero dropout--. The public schools do not have the right to thrust unsuccessful young persons into that society with limited chances for success, a sense of self-defeat and bitterness which can affect adversely both himself and the society. Thirdly, we must reach for a placement of 100% of our youth in either meaningful jobs or additional education. The United States is the only developed nation in the world which has such a high youth unemployment rate. Perhaps we attempt to treat the youth as toys, rather than the future strength of a nation.

The goal of vocational education is social and economic change. We are concerned about the individual. We are also concerned about the society. The essence of the teachings of Socrates was to "know thyself." Socrates placed greatest emphasis upon the individual. Aristotle instructed us to "relate thyself." Aristotle recognized that the individual existed in a society and believed that individuals needed to relate themselves to a society through a social contract. Plato, through his concept of the "Republic", admonished the people and the society to "control thyself."

Christ, in his admonition to the individual, suggested both self-fulfillment and a contribution to society through the instruction to "give thyself." Basic to all the philosophies above, and basic to effective functioning of both the individual and the society, is the requirement to "support thyself." If an individual is to reach self-fulfillment and if society is to be perpetuated and improved each of us must give more to that society than we take from it. Vocational education has not achieved all the goals of service to people and society that we have established for it. We must keep on improving, inventing, redesigning and remodeling the curriculum of vocational education in order to have a humanizing effect upon the curriculum.

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